

## Glynn County Daily Lesson Plan for Orchestra

<b>Teacher : Roper</b>	
<b>Course/ Subject: Orchestra</b>	
<b>Dates of Instruction: 03/06/25 – 03/07/25</b>	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p>	<p><b>Standard/s:</b> MHSBO.2 – Performing on instruments, alone and with others, a varied repertoire of music</p> <p>a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 1 and 2 on a scale of 1 to 6.</p> <p>b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position.</p> <p>c. Demonstrate vibrato readiness skills.</p> <p>d. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.</p> <p>e. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.</p> <p>f. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.</p>
	<p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>1. I can play in G, C, D, A, and F Major Scales in two octaves with accuracy.</li> <li>2. I can read sight-read music in conjunction with the ensemble.</li> <li>3. I can internalize the music to increase accuracy in intonation.</li> <li>4. I can work toward group goals of accurate and musical performances.</li> </ol>
	<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>5. Our ensemble sounds in tune and well-balanced.</li> <li>6. Our ensemble is showing daily improvements in our December repertoire</li> </ol>
	<p><b>Introduction/Connection:</b></p> <p>Major and minor scales in warm-ups Playing with expression - dynamics</p>
	<p><b>DIRECT INSTRUCTION:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will guide group through Creative Warm-ups as well as Sound Innovations book</li> <li>2. Teacher will rehearse full group OR</li> <li>3. Section leaders will guide students in break-out sectionals</li> <li>4. REPERTOIRE: <i>Cantique de Noel; Hallelujah; Sleigh Ride; Nutcracker Dances</i></li> </ol>

<p><b>Work Period (We Do, You Do)</b></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p>	<p>GUIDED PRACTICE:</p> <p><b>Repertoire: <i>The Rite of Spring; Allegretto; Adagio for Strings; The Moldau; Papageno Suite</i></b></p>
	<p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Practice Logs</p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding .</p>	<p>SUMMARIZE/CHECK FOR UNDERSTANDING:</p> <p>Daily Improvement of class skill set</p>